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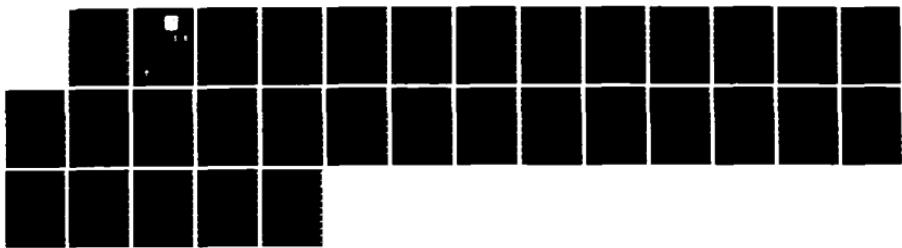
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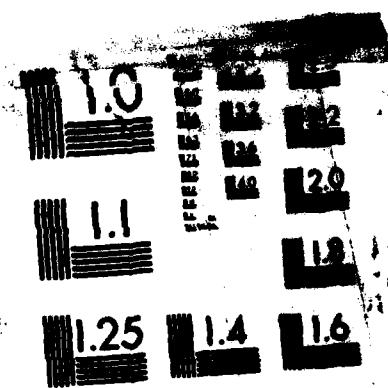
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A LEADER'S APPROACH TO TRAINING

BY

LIEUTENANT COLONEL LUCIOUS E. DELK

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and some techniques which may improve training performance. Throughout the philosophy, considerable attention is devoted to the effective utilization of training time. This paper is prepared as a message to leaders, especially those assigned at battalion level and below, and is oriented on the role of those leaders in training. The comments and suggestions in this essay are the opinions of the author but are consistent with current training doctrine and have uniform application to virtually any specialty branch.



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USAWC MILITARY STUDIES PROGRAM PAPER

A LEADER'S APPROACH TO TRAINING

AN INDIVIDUAL ESSAY

by

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20 March 1986**

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ABSTRACT

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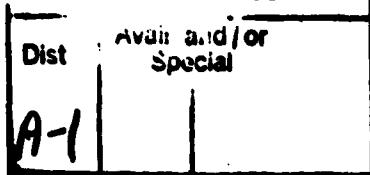
The purpose of this essay is to present a personal philosophy on training which focuses on the role, as well as the functions and responsibilities, of the leader. The paper includes a brief introduction on leading and caring, two of the three components of the indispensable triad, before engaging in a more detailed discussion of the final component--training. The philosophy presented herein reinforces various precepts and concepts contained in current training doctrine and offers opinions, suggestions, and some techniques which may improve training performance. Throughout the philosophy, considerable attention is devoted to the effective utilization of training time. This paper is prepared as a message to leaders, especially those assigned at battalion level and below, and is oriented on the role of those leaders in training. The comments and suggestions in this essay are the opinions of the author but are consistent with current training doctrine and have uniform application to virtually any specialty branch.

A LEADER'S APPROACH TO TRAINING

Serving in the U.S. Army has never been more exciting. The dynamic nature of our profession presents challenges of ever-increasing complexity. Changing doctrine and organizational structures, improved and more lethal weaponry, and modernized equipment exemplify the dynamics of our environment. The future, with its many uncertainties, promises to be equally challenging, as change itself may well be the only constant.

As our Army becomes more sophisticated, the demands on the leader and individual soldier increase exponentially. In future conflicts, the soldier will be operating the most technologically advanced equipment and weapon systems in history--systems capable of defeating virtually any threat on any type of terrain and under the most adverse weather conditions. This enhanced capability incurs an obligation to insure that leaders and soldiers alike are proficient on all individual and collective tasks. To properly prepare for the future, the preeminent goal of the U.S. Army must be to develop and maintain a well trained, motivated, disciplined, physically-fit force capable of performing any assigned mission during peace or war.

This essay is a discussion of training in a practical sense. Its purpose is to present a personal training philosophy which reinforces various precepts and concepts contained in current training doctrine and which offers opinions, suggestions, and some techniques which may improve training performance. This paper



is prepared as a message to leaders, especially those assigned at battalion level and below, and focuses on leadership responsibilities and functions in training. The comments and suggestions presented in this essay are the opinions of the author but are consistent with current training doctrine and have uniform application to virtually any specialty branch.

Any thoughts on training would be incomplete without devoting some time and attention to leading and caring. The three together--leading, caring, and training--form an indispensable triad which constitutes the very essence of our professional obligation as commissioned and noncommissioned officers. While this paper is designed to address training issues, some introductory remarks on leading and caring are most appropriate, as these two basic, interrelated principles are essential to creating an environment in which training can flourish, and because the words "leading," "caring," and "training" are almost indistinguishable in the broadest sense.

LEADING AND CARING

The men and women of the U.S. Army today are of higher quality than during any period in history. The vast majority of these young soldiers sincerely desire to do well; all they need is the proper leadership to guide them in the right direction. In time, the efforts of the dedicated leader will be repaid ten-fold. Soldiers who are inspired by positive,

caring leadership will achieve magnificent feats, exceeding our highest expectations. In war, many of these soldiers may be required to make the supreme sacrifice; no greater contribution could be asked of anyone.

The soldier is our most precious resource, and caring for the soldier must always be a top priority. We must demonstrate continuously, in actions as well as words, our total commitment to and genuine concern for soldier welfare. We must be absolutely intolerant of abuse and misuse of our soldiers. No two soldiers are alike; everyone is special and should be treated as such.

Chain of Command

The unit chain of command must be totally responsive to the needs of soldiers and must continually seek ways of improving soldier care. True caring involves focusing on those important issues which directly impact on the soldier, such as: preparation for combat; safety; quality of life; assistance to families; and a multitude of other financial, medical, and personal concerns. The chain of command is the means by which these issues are addressed and proper care is provided. The soldier's confidence in unit leadership is significantly influenced by the effectiveness of the chain of command in performing this function. Care for the soldier does not translate to the relaxing of standards.

Leading by Example

The most rudimentary facet of leadership is by example,

being what we expect our soldiers to be and doing what we expect our soldiers to do. Soldiers expect that style of leadership and have the right to expect no less. Leaders must never ask their soldiers to do anything that they are unwilling or incapable of doing themselves; we must always be there and share in the most challenging, demanding tasks. Leading physical fitness training, leading road marches, being present and conversing with soldiers during adverse weather conditions, and sharing in other physical and mental hardships are simply a few of the ways in which leaders can influence soldiers in a positive way through an effective leadership style. In essence, we must never allow ourselves to be more comfortable than the soldiers are permitted to be, especially in the field. "Equality of sacrifice" develops cohesion, morale, and esprit de corps.

One of the most important qualities of leadership, at least in the eyes of the soldier, is sincerity--that is, really believing in what we are doing. The soldier admires and trusts the sincere leader. Conversely, the soldier detests insincerity, especially in the leadership. Only a fool would attempt to fool the soldier; the soldier sees and hears virtually everything. A leader who is simply going through the motions will be identified as such and, as a leader, is basically ineffective from that point forward.

Morality

Integrity is not negotiable. Leaders must adhere to the most rigid standards of honesty and moral conduct. The slightest

breach of morality severely impacts on a leader's effectiveness in commanding the confidence and respect of subordinates.

Leaders must be especially careful to avoid situations which breed dishonesty. For example, competition, if not well controlled, often tends to inspire cheating. Likewise, unattainable standards will have the same effect. In many instances, units establish goals in physical fitness testing, weapons qualification, and other unit events which are simply not reasonable and attainable; as a result, cheating occurs. The most devastating impact of this and other forms of cheating (dishonesty) is that the soldier immediately loses confidence in the unit leadership system. That confidence cannot be restored, of course, until the dishonest members of the chain of command are replaced.

Development of Subordinate Leaders

Development of subordinate leaders is an inherent responsibility of all officers and noncommissioned officers. This training process is designed to promote maturity, skill proficiency, and depth and breadth of understanding. Development of subordinates must be viewed as a serious responsibility, must not be neglected, and must be performed with total devotion, as the product normally emulates the model.

Standards

High, yet fair and achievable, standards should be maintained in everything done. High standards foster a sense of pride in one's Army, the unit, and oneself, and soldiers are

more comfortable operating in such an environment. Conversely, discontentment results when leaders, themselves, are unwilling or incapable of achieving the standards required of the soldiers. As a key example, maintaining impeccable standards of physical fitness and weight control is particularly crucial in the leadership role and to the total fitness of our Army.

Discipline

Standards of conduct and performance must be articulated well, and enforced. Discipline, when required, must be administered swiftly and fairly.

Unit Integrity

Unit integrity develops cohesion; cohesion enhances morale, esprit de corps, and combat preparedness. Leaders must engender a feeling of teamship within their units and teach the soldiers to refer to themselves as "we" rather than "I." Training, support functions, recreational activities, and all other events should be performed to the extent possible by crew (team), squad, and platoon (section), maintaining integrity as high up the organizational chain as possible. Soldiers must identify with their leaders, and leaders must identify with their soldiers. "Ownership" in equipment can be developed through assignment of responsibility for these items down to squad and further down to crew and individual level. Soldiers must become accustomed to functioning as a "team," using and maintaining specific items of equipment, and being supervised by assigned leaders.

When possible, family members should be encouraged to join the "team" for athletic, recreational, and social events. Including family members in unit activities creates that "total team" attitude which is essential to the development of positive morale and *sprit de corps*.

Safety

Safety is everyone's business, and everyone's business is safety. Safety must be a principle consideration in everything we do. Accidental injury or death invariably results from an improper or irresponsible act or omission. Minimizing such acts or omissions by enforcing rigid safety policies is one of the best ways we can actively care for our soldiers. On the other hand, safety must not be used as an excuse for failing to conduct challenging, realistic training.

Keeping the Soldier Informed

Time devoted to conversing with soldiers is time well invested--in fact, the best possible investment of time. Accordingly, leaders must schedule time and seize other opportunities to communicate with their soldiers. Articulating goals and standards, reviewing past events, explaining future activities, and critiquing performance are active expressions of concern for soldier welfare. The chain of command should insure these sessions are conducted frequently, especially at squad and platoon level. The soldier will appreciate these efforts and will demonstrate that appreciation through positive motivation and a supportive attitude toward unit programs.

TRAINING

With unrest virtually throughout the world, the grave possibility exists that the United States could become involved in armed conflict in the near future and with little advanced notice. Veterans of Viet Nam and earlier wars will attest to the tremendously high battle losses often suffered by units immediately following deployment into combat, in essence while transitioning from peace to war. By virtue of rank and position, leaders have a professional and moral obligation to insure the men and women under their charge are properly prepared for the eventuality of war and are fully capable of fighting and surviving on the modern battlefield. We cannot permit inadequate training to cause the loss of even one human life. Our training programs must be meaningful, challenging, and designed to achieve and maintain combat preparedness.

Planning

No substitute exists for detailed planning. Without this crucial ingredient, conduct of effective training is virtually impossible. A thorough, well conceived plan for a particular training event incorporates the proper mixture of personnel, time, facilities, and support, with all activities being coordinated well in advance. Without such a plan, training execution is ultimately doomed to failure.

Management of Time. Time is our most perishable commodity. Unlike other resources, time, if not used wisely today, is lost forever. Avoid the loss of valuable training time through

detailed planning, frequent pre-execution checks (brief "chalk talks" with key leaders before actually engaging in a training event), proper organization, maximum use of concurrent and integrated training, and thorough supervision. Insure all support required for training is scheduled and confirmed well in advance. Don't permit situations to arise which may result in soldiers waiting idly while matters are being coordinated and decisions are being made. Likewise, avoid the "training-lane syndrome" (occasions during which soldiers are required to stand in line while waiting to perform a training task). "Waiting time" is wasted time. Start training when scheduled and train until the standard is achieved. If time remains, use that opportunity wisely in attacking other training weaknesses. Starting training on time is important, but training for the full time allotted may not always be necessary. If proficiency is attained on the scheduled tasks in less time than is programmed, then move on to other tasks, rather than repeating the scheduled tasks over and over simply because those are the tasks on the schedule. As mentioned above, use "opportunity time" wisely. "Opportunity training" will be discussed later in the paper.

Pre-Execution Checks. The pre-execution check was previously defined as a brief chalk talk with key leaders before actually engaging in a training event. Its purpose is to insure that the personnel, time, facilities, and support associated with scheduled training are well coordinated and that a plan exists for any contingency which may disrupt training success. A pre-execution check is simply a meeting which may take essentially

any form, may be conducted anywhere, may be oriented on a specific training event, or may focus on the general plan for a particular day. Depending on the nature of the training, these chalk talks may be conducted weeks, days, or hours in advance, and several meetings may be required for the same event or for a certain day's activities.

Too often, training is programmed weeks or more in advance and is not reviewed again prior to the scheduled day. As a result, many "coordinated" actions do not materialize, conflicts arise, time is wasted, and the quality of training is generally poor. An age-old technique which continues to be effective is a brief, concise pre-execution check daily; this is particularly important at company, troop, and battery level. What will be our training strength tomorrow? How many appointments are scheduled? What form of transportation are we using? What is the driving time to the area? What time does the transportation arrive? What organic vehicles and other equipment are being used? Are these equipment items available and operational? Has the equipment been inspected and when? Are instructors prepared? Are the training aids available? Are arrangements made for field feeding? Are soup and coffee (or cold refreshments) coordinated? What is our time schedule? What contingency plans do we have for late or no transportation, for inclement weather, for vehicle failure enroute? These are only a few of the many questions which may be asked and should be addressed in advance. The number and types of questions appropriate will, of course, be determined by the training concerned. In any case,

many complications can be avoided by thoroughly discussing the details of the plan a final time the day before. This is a rather basic, but often ignored, planning technique.

Two words of caution are applicable here. The daily pre-execution check should be conducted prior to the end of the duty day to allow time to readjust the plan should such become necessary. Secondly, the meeting must be brief, though thorough, and conducted at a time when the absence of key leaders does not impair ongoing events.

Training-Lane Syndrome. The training-lane syndrome occurs when soldiers are required to stand in line to perform a particular training event. This situation invariably results from poor planning and poor training-site organization. On many occasions, soldiers must wait 15 minutes or more for a training task which may require less than one minute to accomplish. Such abuse and misuse of time can easily be avoided and certainly should be.

The training-lane syndrome is most prevalent during proficiency testing and "military-stakes" training. The piecemeal, parade-field approach often used is normally well intended but frequently results in wasted time with few if any soldiers deriving real benefit from the exercise.

In planning, three points which must always be considered are: the number of soldiers available for training; the way to best employ these soldiers to maximize effectiveness of the training day; and the number and types of rehearsals required.

In the typical military-stakes example, training organizers generally do not plan enough stations or try to train too many soldiers on the site at once. The obvious solution would be to program fewer soldiers for that site, such as a squad rather than a platoon, while the remaining soldiers participate in a different form of constructive training. This different form of training must also be geared toward accomplishing a specific training objective, as opposed to simply being a means of occupying time while awaiting the military-stakes exercise. To use time most wisely, more than two training sites may be necessary. At the appropriate time, the different elements could rotate to the different training sites.

A second solution would be to increase the number of stations in the military-stakes exercise. Use of this option would depend on the number of qualified, prepared instructors (trainers) available and the number of stations which would be worthwhile to conduct.

In many instances, training supervisors "observe" but do not "see" the training-lane syndrome when it exists. Leaders must be attuned to these situations and, when such are detected, must take corrective action to avoid further loss of valuable training time. The key to success, however, is thorough planning in advance.

Range Operations. Operating a range effectively is no simple task, principally because of the many details which must be considered and coordinated. Examples of these details include: range organization; identification and certification

of the safety officer and safety NCO's; troop transportation; ammunition control and security; weapons security; safety; preliminary marksmanship instruction; operation of the ready corral; course of fire; procedures for refiring; hot or cold refreshments; field feeding; potable water (lister bag or water trailer); communications; contingency plan for temporary range closures; and concurrent training. Trainers must carefully review range regulations to determine specific requirements for such critical issues as safety, certification of safety personnel, and communications.

The complex nature of range operations often results in poor training, even when administrative matters are well planned. Let's consider the typical example of Company X qualifying with the M-16 rifle. We'll assume that the unit has the external support required and a sufficient number of officers and NCO's to conduct effective training. Further, let's say the company has 100 soldiers available for training and plans to operate two adjacent ranges--one for zeroing and one for qualification. Now, let's take a look at the planning and conduct of this training.

Planning for this day's events began several weeks ago. Pre-execution checks were conducted weekly over the last month and daily over the last week. Preliminary marksmanship instruction (PMI), consisting of a series of exercises to improve sight picture, sight alignment, and trigger squeeze, was conducted by the unit during the last week. Further, the company has identified all newly assigned soldiers who have not

yet zeroed their weapons. The unit intends to zero all weapons before firing for qualification and estimates six rounds will be required to validate existing zeros and twelve rounds to zero weapons of newly assigned soldiers. Total ammunition requirements have been accurately forecasted, including a projection that 20 percent of the soldiers will fail to qualify on the first attempt. Safety officers and NCO's for both ranges have been certified, and the names have been submitted to Range Headquarters. A field telephone is to be used for communication with Range Headquarters with FM radio as the alternate means. Leaders and soldiers have been well briefed on range safety and weapons and ammunition security. A diagram of the range complex specifying locations for field feeding, the water point, break area, ammunition point, and ready corral (for each range) has been prepared and briefed to the members of the unit. (The purpose of the ready corral is to inspect weapons to insure proper functioning and to conduct a final review of range safety and the course of fire immediately prior to the soldiers proceeding to the firing line. The ready corral is the last stop for a firing order before drawing ammunition and moving to the firing line.) Arrangements have been made for field feeding, and refreshments are to be served in the break area at mid-morning and mid-afternoon. Transportation has been programmed, and the soldiers are scheduled to arrive at the range at 0745, with the first class beginning at 0800. This introductory, 30-minute class is designed to review firing positions, steady-hold factors, sight picture, sight alignment,

range organization and operating procedures, safety, and the course of fire.

This rather lengthy example illustrates the detailed planning associated with operating a small-arms range--a key training event applicable to all units since qualification with the basic weapon is required on an annual basis. From the explanation of the planning performed by the unit, one may conclude that the training is likely to be quite successful. NOT TRUE! Too often, inexperienced leaders become totally immersed in the activities occurring on and around the firing line and fail to consider what is occurring or does not occur behind the firing line. In this example, a vital ingredient was omitted in the planning; that ingredient was concurrent training.

Think about the case as described. A limited number of soldiers, probably 10 to 12, can participate in weapons zero or qualification at any particular time. For discussion purposes, let's assume that each range will accommodate a firing order of 10, and both ranges have a ready corral with a firing order undergoing final preparations in each. That accounts for 40 soldiers. What are the remaining 60 doing? Without concurrent training, they can probably be found sprawled under a clump of trees, sitting idly in a bleacher site, or relaxing in the break area--in essence, wasting valuable training time. Now, let's calculate the amount of time being wasted. If the preliminary class is 30 minutes in length and a period of 30 minutes is required to zero and 45 minutes to qualify, then

each soldier is receiving only one hour and 45 minutes of constructive training in an eight-hour training day. This translates to six hours and 15 minutes of wasted time for each of the 100 soldiers.

If well supervised, concurrent training is an excellent means of wisely using time. Because of the number of soldiers normally participating, concurrent training must assume the same importance in the minds of the planners as does the principal training subject. Concurrent training must be well planned and organized, should focus on known training weaknesses, must be taught by knowledgeable, qualified instructors, and may or may not be related to the principal subject. In the example provided, three to five concurrent training stations may be necessary to insure a smooth rotation of firing orders and to avoid repetition.

Management of Distractors

Distractors must be carefully managed to minimize the impact on training. Of all distractors, training schedule changes have the most adverse effect. If well planned, training can be conducted as scheduled--the better the planning, the more reliable the schedule. Poor planning, poor instructor preparation, and lack of reliance on programmed events are typical symptoms of an environment characterized by frequent schedule changes. In such a unit, training becomes a joke and everyone's time is abused. Effective management of distractors, a leadership responsibility, is essential to the execution of a viable training program.

Once approved, the training schedule becomes the action plan for a unit's training for a specified period of time, normally one week. This document should provide a listing of the individual and collective tasks (normally drawn from the applicable soldier's manual and ARTEP manual, respectively) to be trained and evaluated, as well as when, where, for whom, by whom, the references, and pertinent remarks. Coordination for external support must be conducted by the unit or higher headquarters; additionally, references must be collected, trainers prepared, and soldiers briefed. For these reasons, the training schedule should be developed weeks in advance to allow sufficient time for final coordination, planning, and preparations to be performed as the training period approaches.

Unit leaders must develop the ability to clearly visualize and articulate, orally and in writing, future training requirements based on guidance from higher headquarters and known training weaknesses. Likewise, training schedules must be prepared with the genuine intention of accomplishing exactly what is being planned. In essence, training managers and unit leaders must have and demonstrate confidence in the training scheduling process. This confidence can be maintained only by creating an environment in which units can plan and conduct training free of unreasonable changes. The battalion headquarters can perform a vital role in this regard by implementing effective management policies and by serving as a buffer between units and higher headquarters.

Four-Week Lock-In. The "four-week lock-in" (approving

scheduled training four weeks in advance) is one of the most difficult policies to implement, yet one of the most effective in reducing schedule changes. Such a policy requires schedules to be drafted and submitted to battalion headquarters six or more weeks in advance to allow time for review and coordination. This initial submission may be prepared in pencil but must contain all of the key information which would be included on the final schedule. The drafts from each unit should then be discussed at the battalion training meeting, resourced or modified as necessary, and approved by the battalion commander. The battalion commander's approval, granted not less than four weeks in advance, allows final planning by the staff and unit commanders to proceed in a methodical, systematic manner. The final schedule, a document on which leaders and soldiers can place dependence, may then be published by the unit two or more weeks in advance. During the interim, the battalion headquarters must aggressively protect subordinate units from events, activities, and requirements which would affect scheduled training. In addition to stabilizing the training environment, the four-week lock-in policy serves as an excellent means of teaching unit leaders and the battalion staff the importance of thorough, advanced planning, and may inspire schedulers at higher headquarters to be more timely and precise in forecasting future events.

No-Change Policy. The majority of disruptive schedule changes occur at battalion level and below, generally because no central authority is in control and aware that the changes

are being made. Members of the staff as well as unit leaders often implement well-intended programs without fully assessing the impact on scheduled training. Likewise, many activities which are considered essential for immediate conduct could easily be programmed through the normal scheduling process with no degradation to the end result.

A comprehensive "no-change policy" implemented at battalion level is often viewed with skepticism, at least initially, but, in fact, acts as a catalyst in maintaining stability in the training environment and in assuring the continued existence of the four-week lock-in system. (To assure success, the "no-change" concept implemented in a battalion should be approved and supported at brigade and division level.) This no-change policy would require schedule changes to be approved in advance by an authoritative figure, the battalion commander or possibly the S3, with approval being granted only for good and valid reason. This control mechanism encourages the staff and unit leaders to plan more thoroughly and to carefully evaluate reasons for change before modifying the schedule. The inexperienced leader may interpret such a policy as excessive control or as a hindrance to initiative, but most will quickly realize its benefit once the procedure is institutionalized. The confident, competent leader is seldom offended by a no-change policy, because the arbitrary schedule change is universally recognized as the most disruptive influence on our training management system.

Training schedule changes can never be totally eliminated, and no policy can exist in perfect form; valid exceptions always arise. The no-change policy must stipulate this fact and be guided by common sense. When time does not permit coordinating a change in advance, especially when safety issues are involved, the leader on the site should implement the change and advise the chain of command within a reasonable period of time.

Challenging the Soldier

The training environment must be realistic and exciting to promote and maintain the soldier's interest. Leaders must guard against repetitious, unimaginative practices by developing and executing innovative, dynamic, performance-oriented training designed to be mentally and physically demanding. For instance, competition at the small-unit level with appropriate incentive awards inspires interest and soldier involvement. Likewise, the proper employment of opposing forces (OPFCR) and effective use of smoke and exploding simulators create realism and significantly enhance field training. Following the after-action review at the conclusion of a training exercise, each soldier should depart the area with a sense of teamship and pride of accomplishment.

Field Training. Leaders should maximize field training opportunities. Virtually any subject can be taught as well or better in the field than in garrison. The more exposure soldiers have to living and operating in a field environment, the more comfortable they become with the related hardships and the more

confident and proficient they become in mission accomplishment. Proficiency in field operations is crucial to combat preparedness.

Scheduling a field training area need not be as complicated as often perceived, and, even when a unit is not in a prime training cycle, field training is frequently possible, especially at small-unit (team, squad, platoon) level. A local training area, consisting of a small plot of ground suitable for the training desired, can normally be found in relatively close proximity to garrison. Though not massive in size, these small areas offer superb training opportunities, such as: movement techniques; construction of barriers and fighting positions; employment of crew-served weapons; preparation of range cards; operation of dismount points; patrolling; map reading and land navigation; employment of mines; field hygiene and sanitation; and countless others. Further, transportation may not be necessary or desired, as forced marching to and from the area would serve as an excellent physical conditioner. Almost any unit would prefer to train collectively in a major training area; however, such exercises are not routinely possible. Consequently, we must seize other field training opportunities by wisely using available local resources, specifically training areas, to continuously improve combat skills.

Performance-Oriented Training. To be most effective, training must focus on performance, with the soldier frequently performing the tasks concerned using the associated equipment or weapons. Time devoted to lectures should be minimized; hands-on application should be maximized. A sufficient quantity of training

aids, of the proper type, should always be present to support the training. On a well organized, performance-oriented training site, no soldier will be without the appropriate equipment or training aid.

Opportunity Training

Even during the most thoroughly planned day, opportunities for additional training always seem to arise. When such occurs, leaders must be prepared to seize this time with meaningful training. This "opportunity training" should be a planned contingency to be accomplished as time permits, adhering to the principle of maximizing use of training time. Missions and tasks selected for opportunity training should include individual and collective training weaknesses which have been identified through observation and evaluation.

Opportunity Training Conducted Concurrently. Leaders must anticipate that a number of soldiers will always be proficient on the tasks scheduled for training. Before commencing training, a pretest should be administered to determine the level of proficiency within the group to be trained. Those soldiers demonstrating sufficient knowledge of the scheduled task (or tasks) should be withdrawn from the group and provided instruction on other key subjects. These "other key subjects" are opportunity training tasks which should have been developed as a planned contingency based on known weaknesses within the unit. Opportunity training tasks are not normally included on the training schedule but should be carefully selected and viewed by unit

leaders as being equally important to the principal subject. Accordingly, trainers of opportunity tasks must be well prepared, in advance, to use time wisely while providing meaningful instruction.

Duty Training. Many leaders are unaware or do not recognize that a large percentage of soldier's manual tasks are performed daily in the normal course of duty. This is particularly true in combat support and service support units. Under good supervision, this duty performance translates to good training; under poor supervision, poor or counterproductive training results. In either case, training is occurring, and our objective must be to seize this "opportunity" and insure that the result is as productive as possible.

Evaluations

In training, anything worth doing is worth evaluating, and everything done should be evaluated. Evaluations may be formal or informal, external or internal; but, regardless of the method employed, the purpose remains the same--to identify training strengths and weaknesses. Once identified, individual and collective training weaknesses must become the focus of future training efforts. Retraining must be conducted as soon as practicable after the weakness is observed and should be repeated continually until proficiency is attained. Thorough, on-the-spot critiques should be conducted, whenever possible, to provide immediate feedback to the soldiers involved. Likewise, an after-action review to address and document all individual and collective

training weaknesses should be conducted after the completion of major events or periodically during extended exercises. Correcting training weaknesses is a continuous process requiring the attention and involvement of all members of the leadership chain.

Training the Trainer

A caring, skilled, knowledgeable leadership base is essential to any training program. Before presenting a period of instruction, the trainer must be thoroughly familiar with the tasks, conditions, and standards of the training concerned. The trainer's supervisor must provide the time, support, references, and coaching to insure the trainer is fully prepared. Likewise, permitting junior leaders to become involved in planning, as well as the execution of training, is critical to their development process. Training the trainer is a continuous function, vital to the entire training management system.

Maintenance Training

Maintenance and training are inseparable; maintenance is training. Before effective maintenance can be performed, operators and users of equipment must first be knowledgeable of proper maintenance procedures. This knowledge can be conveyed through well planned, supervised instruction presented concurrently with the actual conduct of maintenance. Accordingly, all forms of maintenance should be viewed as "maintenance training" and reflected as such on the training schedule, rather

than as "motor stables," "motor maintenance," "equipment maintenance," and other commonly used terms. Maintenance training should always be conducted by precise tasks, conditions, and standards, in accordance with the pertinent operator's manual, and under first-line supervision.

SUMMARY

On the modern battlefield, we must be prepared to fight outnumbered and win. Fighting outnumbered is a certainty; winning will be dependent on the effectiveness of our leadership and training now and in the future. Time is our most perishable resource and must be used wisely. Once hostilities begin, we will have little time to correct training deficiencies. Every effective hour of training we conduct today may save a soldier's life in combat, and that must be our goal. We must focus on training weaknesses, plan and supervise thoroughly, and execute with precision. The soldier expects and appreciates tough, challenging, well planned training, and we, the leaders, have the obligation of providing that training environment. We must not fail in this obligation; the soldier's life depends on it. The essence of leading, caring, and training is insuring that our soldiers are prepared for combat.

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